

GREENWOOD ELEMENTARY

2300 East Howe Springs Road
Florence, South Carolina 29505

GRADES K-6 Elementary School

ENROLLMENT 674 Students

PRINCIPAL Randall H. Barnes 843-664-8451

SUPERINTENDENT Joseph S. Nelson, Ed.D. 843-669-4141

BOARD CHAIR Alexis Pipkins 843-665-7465

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	56	30	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	No

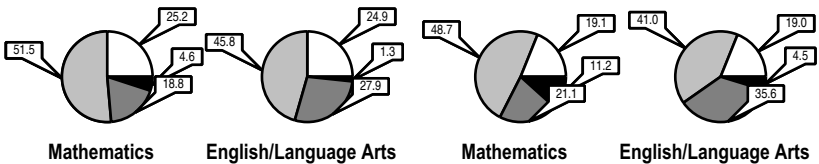
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

71.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	418	98.8	23.9	46.5	28.3	1.4	42.7	Yes	Yes
Gender									
Male	196	97.5	29.2	44.0	26.2	0.6	39.3		
Female	222	100.0	19.5	48.5	30.0	2.0	45.5		
Racial/Ethnic Group									
White	185	99.5	14.2	42.6	40.8	2.4	56.8	Yes	Yes
African-American	229	98.7	32.1	49.5	17.9	0.5	31.1	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	365	98.9	20.9	46.7	30.8	1.6	46.1		
Disabled	53	98.1	44.7	44.7	10.6	0.0	19.1	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	418	98.8	23.9	46.5	28.3	1.4	42.7		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	417	99.0	23.9	46.5	28.3	1.4	42.7		
Socio-Economic Status									
Subsidized meals	229	98.7	33.7	46.3	19.5	0.5	30.5	Yes	Yes
Full-pay meals	189	98.9	13.5	46.6	37.6	2.2	55.6		

Mathematics - State Performance Objective = 15.5%									
All Students	418	99.8	25.0	51.6	18.8	4.6	41.4	Yes	Yes
Gender									
Male	196	99.5	26.2	45.9	22.1	5.8	44.8		
Female	222	100.0	24.0	56.5	16.0	3.5	38.5		
Racial/Ethnic Group									
White	185	100.0	15.9	49.4	27.1	7.6	53.5	Yes	Yes
African-American	229	99.6	31.8	54.0	12.1	2.0	31.8	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	365	99.7	21.3	53.4	20.1	5.2	45.7		
Disabled	53	100.0	50.0	39.6	10.4	0.0	12.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	418	99.8	25.0	51.6	18.8	4.6	41.4		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	417	99.8	24.8	51.8	18.9	4.6	41.5		
Socio-Economic Status									
Subsidized meals	229	99.6	34.4	50.5	13.5	1.6	31.3	Yes	Yes
Full-pay meals	189	100.0	15.0	52.8	24.4	7.8	52.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	104	100.0	22.2	44.4	32.2	1.1	33.3
	Grade 4	70	98.6	27.4	53.2	19.4	N/A	19.4
	Grade 5	129	100.0	36.8	51.8	11.4	N/A	11.4
	Grade 6	107	100.0	36.6	41.6	19.8	2.0	21.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	105	99.1	10.2	36.7	50.0	3.1	53.1
	Grade 4	98	98.0	23.9	50.0	26.1	N/A	26.1
	Grade 5	84	97.6	27.6	61.8	10.5	N/A	10.5
	Grade 6	131	100.0	32.0	43.2	23.2	1.6	24.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	104	100.0	22.2	57.8	14.4	5.6	20.0
	Grade 4	70	100.0	24.2	56.5	16.1	3.2	19.4
	Grade 5	129	100.0	20.2	54.4	19.3	6.1	25.4
	Grade 6	107	100.0	30.7	45.5	18.8	5.0	23.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	105	100.0	10.1	66.7	23.2	N/A	23.2
	Grade 4	98	99.0	22.6	52.7	18.3	6.5	24.7
	Grade 5	84	100.0	39.7	47.4	11.5	1.3	12.8
	Grade 6	131	100.0	28.8	43.2	18.4	9.6	28.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 674)				
First graders who attended full-day kindergarten	97.3%	N/C	100.0%	100.0%
Retention rate	7.2%	Up from 3.4%	3.0%	2.7%
Attendance rate	95.2%	No change	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		5.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		3.7%	3.5%
Eligible for gifted and talented	5.9%	Down from 8.0%	15.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.8%	Up from 7.9%	9.5%	8.2%
Older than usual for grade	5.9%	Up from 4.0%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.7%	0.0%	0.0%

Teachers (n= 40)				
Teachers with advanced degrees	50.0%	No change	51.5%	51.4%
Continuing contract teachers	100.0%	No change	90.3%	87.5%
Highly qualified teachers**	88.9%	N/A	94.1%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	92.7%	Down from 93.5%	87.1%	86.7%
Teacher attendance rate	95.0%	Up from 94.0%	95.1%	94.9%
Average teacher salary	\$41,312	Up 1.0%	\$40,816	\$40,760
Prof. development days/teacher	11.9 days	Up from 7.3 days	12.2 days	12.4 days

School				
Principal's years at school	21.0	Up from 20.0	4.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Down from 25.2 to 1	19.3 to 1	18.9 to 1
Prime instructional time	89.7%	Up from 88.8%	90.3%	90.0%
Dollars spent per pupil*	\$4,861	Down 6.2%	\$5,867	\$6,044
Percent of expenditures for teacher salaries*	65.9%	Down from 68.0%	66.1%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	100.0%	Up from 76.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.0%	92.0%
Highly qualified teachers in high poverty schools**	91.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Greenwood School Improvement Council helps to provide suggestions and inform parents of the many programs in the school for all grade levels at Greenwood Elementary School. Grades K-6 all participate in the Reading Renaissance Reading Program, which helps student enrichment in reading skills. All grades also have Character Education, which is incorporated into the curriculum through the use of the Heartwood Curriculum and its use of literature to discuss character attributes. Grades 1-3 attend computer assisted instruction (Orchard computer software) for math and reading. Grades 4-6 attend the Success Maker Computer lab for practice in math and reading. All of these programs are steps to help strengthen our students' learning experiences and growth while at Greenwood.

The school APT actively supports the school financially, but needs more parents to take an active roll and get more involved.

It has been a great pleasure working with this council to see how these programs are implemented in the school.

Sharon G Kirby, Chair, Greenwood Elementary Title I/ School Improvement Councils

Greenwood Elementary School is fully accredited by the Southern Association of Colleges and Schools, The Commission on International and Trans-Regional Accreditation, and the South Carolina Department of Education. Greenwood is also a campus wide Title I school.

Student PACT test scores for the 2003 school year did not reflect the gains that were anticipated in all areas. The percentage of students scoring "Proficient" or better showed a decline in language arts in all grades except grade four. In math, minimal gains in the percentage of students scoring "Proficient" were made in grades three, five, and six. The percentage of "Proficient" in grade four math declined. When counted together, the percentage of students scoring "Below Basic and Basic" were similar to the 2003 scores in both language arts and math.

The major goals identified for the 2004-05 school year are:

—Increase the percentage of students scoring "Proficient" or better on the PACT tests in language arts and math by 5% in grades three, four, five, and six.

—Continue to enhance computer-assisted instruction in grades one through six.

—Continue to emphasize character attributes through literature, classroom guidance, speakers, and special events.

—Increase parent involvement in workshops, family reading nights, and parent organizations such as APT.

We appreciate the work of all parents who volunteered to serve on the School Improvement Council, The Title I Committee, the volunteer nurses, and the parents who gave of their time to volunteer in all areas of the school. The APT parent organization had a very successful year in membership totals and fund raising, providing extra resources to enhance both the curriculum and physical environment.

We value and solicit parental assistance and involvement to enhance the total school-learning environment of Greenwood Elementary School.

Randall H. Barnes, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	44	123	73
Percent satisfied with learning environment	100.0%	74.6%	80.6%
Percent satisfied with social and physical environment	88.6%	78.9%	67.6%
Percent satisfied with home-school relations	75.0%	90.2%	70.6%

*Only students at the highest elementary school grade level at this school and their parents were included.